2013-2014 SCHOOL IMPROVEMENT PLAN

Sylvania Heights Elementary School

5901 SW 16TH ST

Miami, FL 33155

305-266-3511

http://sylvaniaheights.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	78%

Alternative/ESE Center	Charter School	Minority Rate
No	No	94%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	B	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Sylvania Heights Elem. School

Principal
Amor Reyes

School Advisory Council chair
Heather Tavio

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Amor Reyes	Principal
Barbara Cicilia	Assistant Principal
Barbara Chatila	Reading Coach
Gwendolyn Dixon	3rd Grade Teacher (Reading Liaison)
Monica Gonzalez	4th Grade Teacher (Math & Science Liaison)
Yvette Perdomo	Counselor
Barbara Soler	SPED Teacher

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal -1 , Alternate Principal -1, Union Steward-1, Teachers -5, Alternate Teacher -1 , Educational Support Employee -1, Alternate Educational Support-1, Parents -4, Alternate Parent -1, Student -1, Alternate Student -1, Business/Community Representatives -4

Involvement of the SAC in the development of the SIP

The Sylvania Heights Elementary EESAC meets several times each year to review and adjust the current school improvement plan. Additionally, we decide which strategies to keep, modify, or change out for the upcoming year's school improvement plan. The EESAC takes input from parent and staff into consideration when developing the school improvement plan.

Activities of the SAC for the upcoming school year

The Sylvania Heights Elementary EESAC is the sole body responsible for final decision making at the school relating to the development and implementation of the school improvement plan. The EESAC works to involve stakeholders in the development, implementation, and monitoring of the school improvement plan. The EESAC also allocates school improvement funds to support the implementation of school improvement strategies.

Projected use of school improvement funds, including the amount allocated to each project

The EESAC will allocate a portion of the school improvement funds ($300.00) to purchase subscriptions of instructional magazines such as Scholastic News and Time for Kids to help students increase their reading skills in informational text and the research process. ($350.00) of the funds will also be allocated for student achievement awards and attendance incentives. The remaining funds will be utilized to fulfill teacher's requests to purchase educational materials to further support school improvement goals.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Amor Reyes		
Principal	Years as Administrator: 9	Years at Current School: 4

Credentials	Psychology (BS)(minor in Education) Elementary Education (MS) Educational Leadership Endorsement ESOL Endorsement
Performance Record	2013 – School Grade – B Rdg. Proficiency, 63% Math Proficiency, 52% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 81 points Math Imp. of Lowest 25% - 62 points Rdg. AMO – No Math AMO – No Year 12 11 10 09 School Grade A A A A High Standards Rdg. 63 77 73 73 High Standard Math 52 76 69 71 Lrng. Gains Rdg. 65 74 73 75 Lrng. Gains Math 63 75 71 61 Gains Rdg. 25% 78 67 73 67 Gains Math 25% 81 71 75 61 AMO Reading N AMO Math N

Barbara Cicilia		
Asst Principal	Years as Administrator: 4	Years at Current School: 1

Credentials	BS in Special Education, MS in Special Education w/ ESOL, Specialist in Educational Leadership
Performance Record	2013 – School Grade – C Rdg. Proficiency, 49% Math Proficiency, 51% Rdg. Lrg. Gains, 63points Math Lrg. Gains, 67points Rdg. Imp. of Lowest 25% - 67points Math Imp. of Lowest 25%- 66points Rdg. AMO – No Math AMO – YES '12 '11 '10 '09 School Grade C C * * High Standards Rdg. 48 65 High Standards Math 43 63 Lrng Gains-Rdg. 68 57 Lrng Gains-Math 56 44 Gains-Rdg-25% 71 50 Gains-Math-25% 47 58 AMO RDG NO *Worked at MDCPS District

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

BARBARA CHATILA		
Part-time / District-based	Years as Coach: 8	Years at Current School: 2

Areas	[none selected]
Credentials	Elementary Education (BS),Elementary (1-6), Reading Endorsement
Performance Record	2013 – School Grade –B Rdg. Proficiency, 63% Math Proficiency, 52% Rdg. Lrg. Gains, 75 points Math Lrg. Gains, 65 points Rdg. Imp. of Lowest 25% - 81 points Math Imp. of Lowest 25% - 62points Rdg. AMO – NO Math AMO – NO Year 12 11 10 09 School Grade B C F D High Standards Rdg. 48 58 41 39 High Standards Math 52 60 51 51 Lrng. Gains Rdg. 80 53 47 49 Lrng. Gains in Math 72 61 43 63 Gains Rdg. 25% 80 60 33 54 Gains Math 25% 82 70 43 82

Classroom Teachers

# of classroom teachers
39

 # receiving effective rating or higher
37, 95%

 # Highly Qualified Teachers
67%

 # certified in-field
37, 95%

 # ESOL endorsed
30, 77%

 # reading endorsed
4, 10%

 # with advanced degrees
18, 46%

 # National Board Certified
6, 15%

 # first-year teachers
1, 3%

 # with 1-5 years of experience
0, 0%

 # with 6-14 years of experience
21, 54%

 # with 15 or more years of experience
16, 41%

Education Paraprofessionals

# of paraprofessionals
2

 # Highly Qualified
, 0%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Professional Development opportunities are provided in house for teachers to share Best Practices with their colleagues. Vertical articulation meetings are held between upper and lower grade levels to ensure that teachers are aware of what their students need to be successful in the next grade level. In recruiting high quality educators, referrals are solicited from current employees and clinically certified teachers mentor and host interns from local universities. Administration and Curriculum coaches oversee these activities.
To ensure that teachers remain highly qualified and that out of area teachers fulfill their requirements, teachers are advised of the availability and schedule of tutorial sessions which are offered twice yearly. The Principal oversees this area and provides support for teachers who are considered not highly qualified so that they can meet requirements within the timeline.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Administration will be responsible for assigning mentor teachers to new teachers. Mentors will be provided through the Mentoring and Induction for New Teachers (MINT) Program. This mentoring is provided to any teachers that are new to the profession, with no previous teaching experience. Additionally, second and third year teachers are eligible to receive a buddy teacher and will be paired with a teacher who has achieved a highly-effective rating and occupies a leadership role, such as a Nationally Board Certified Teacher, Curriculum Coach, or Grade Level Chair.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS/RtI Leadership Team at Sylvania Heights Elementary uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by participating in the following activities: Reviews universal screening data and correlate to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources. The MTSS/RtI team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Administration: Provides a common vision for the use of data-based decision-making, ensures that Sylvania

Heights Elementary-based MTSS/RtI team ensures that assessments of RtI skills are being conducted by school staff. In addition, Provides professional development to assist the team in implementing strategies with fidelity, ensures that implementation of intervention support are documented and communication with parents regarding school based MTSS/RtI plans and activities are established.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Amor Reyes, Principal, Barbara Cicilia, Assistant Principal, Barbara Chatila, Reading Coach, Yvette Perdomo, Counselor are the primary personnel to develop MTSS/RtI documentation and monitoring of the process.

Select Support Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, schools social workers continue to link child serving and community agencies to Sylvania Heights Elementary and families to support the child's academic, emotional, behavioral and social success.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Instructional Coaches for Reading and Math/Science:Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

The members of the MTSS/RtI Leadership team will meet with the Principal, EESAC, and the Literacy Leadership Team to review and develop the SIP. The MTSS/RtI team will compile and provide the data from all areas of progress monitoring.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Classroom walkthroughs, weekly grade level planning, monthly data chats/analysis, professional developments, weekly leadership team meetings, faculty meetings, PLC's.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Reading
Baseline data derived form Progress Monitoring and Reporting Network.
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
District Baseline Assessment / Interim Assessment
Edusoft, SuccessMaker, Reading Plus
Mathematics
Florida Comprehensive Assessment Test (FCAT)
District Baseline Assessment / Interim Assessment
Edusoft, SuccessMaker, Riverdeep, Think Central
Science
Florida Comprehensive Assessment Test (FCAT)
District Baseline Assessment / Interim Assessment
Edusoft, Florida Focus Edusoft, District and Monthly Assessments
Writing
Florida Writes Assessment Test, Writing Score
District Baseline Assessment / Interim Assessment Edusoft, District and Monthly Assessments, CELLA
Behavior
Cognos Outdoor/Indoor Suspension Report
Student Case Management Reports
Counselor's Logs, Teacher Parent Communication Logs, Weekly Student Reports, FAB/BIP, SCMs

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

MTSS/RtI Leadership team will participate in training provided by the District. Professional development will be provided during teacher planning time at grade levels as well as during teacher work days throughout the year. Information on using PMRN and FCAT data will be applied at grade level and department meetings.
Our school will also support MTSS/RtI process through:
• Effective, activity involve and resolute leadership that frequently provide visible connects between MTSS frame work with district and school mission statements and organizational improvement effort.
• Ongoing efficient facilitation and accurate use of problem-solving process to support planning, implementing, and evaluating effectiveness of services.
• Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
• Sufficient availability of coaching support to assist school team and staff problem-solving efforts.
• Ongoing data-driven professional development activities that align to core student goals and staff. needs.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,200

Sylvania Heights Elementary recognizes that learning needs to take pace beyond the bell and provides a variety of learning opportunities and resources to be accessed before or after school, as well as on Saturdays. Technology resources are accessible from home via the internet. These programs and resources include:
• Morning Tutorials for ELL Students using Success Maker in Reading and Mathematics as well as Research-based learning materials.
• After School Tutorials for ELL and non-ELL Students in Reading and Mathematics
• Gifted Program
• Weekly teacher collaborative grade level lesson planning
• Professional Development based on Teachers' professional needs and grade levels
• Professional Learning Communities
• Science Club Enrichment After School Program
• Server based Accelerated Reader
• Success Maker
• Reading Plus
• Ticket to Read
• Gizmos for Math and Science

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data Collection occurs after every school-based monthly assessment / District Interim assessments. Assessment Data is then analyzed and interpreted by the Leadership Team.
Leadership team conducts data chats with instructional staff and students using a protocol sheet. Instructional staff conducts data chat with students. Each student has a data folder and each teacher has a data binder.

Who is responsible for monitoring implementation of this strategy?

The Leadership team comprised of the Principal, Assistant Principal, Reading Coach, Mathematics Coach, Science Coach, School Counselor, and School Psychologist are all responsible for monitoring the effectiveness of instructional strategies.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
AMOR REYES	PRINCIPAL
BARBARA CICILIA	ASSISTANT PRINCIPAL
BARBARA CHATILA	READING COACH

Name	Title
VIVIAN CELA	GRADE LEVEL CHAIR KG
REGLA LARZABAL	GRADE LEVEL CHAIR 1
CLARA GARDANO	GRADE LEVEL CHAIR 2
GAIL BLACK	GRADE LEVEL CHAIR 3
ISABEL GUERRERO	GRADE LEVEL CHAIR 4
ELISA DUENAS	GRADE LEVEL CHAIR 5

How the school-based LLT functions

The Literacy Leadership Team meets regularly to review and analyze data to guide instruction, ensure that interventions are implemented with fidelity, determine student needs, and address accordingly. The LLT communicates the results of benchmarks, interim assessments, and other assessments to appropriate staff members in order to strategize and plan instructional focus. Additionally, the LLT ensures that all necessary reading instructional material is available to teachers and will coordinate professional development opportunities for staff to keep abreast of the most current reading initiatives and best practices. The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The team will meet monthly throughout the school year. Literacy Leadership Team may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The LLT maintains a connection to the school's Mutli-Tiered System of Supporters/Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Major initiatives of the LLT

The Literacy Leadership Team's major initiative for the 2013-2014 school year is to improve student achievement and raise test scores. The LLT will continue providing professional development and support to teachers, ensuring availability of core K-12 CRRP instructional materials, coordinating assessments to evaluate student progress, and monitoring intervention strategies in the classrooms throughout the school year. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Sylvania Heights Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be used to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In

addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept and self-efficacy. Screening data will be collected and aggregated prior to September 7th, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/ or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior. Screening tools such as Florida Assessments for Instruction in Reading (FAIR) will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs. Establish or expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at Sylvania Heights Elementary. The principal will also meet with the center directors of neighborhood centers. Local VPK providers are members of the Sylvania Heights EESAC and provide input in developing Sylvania Heights Elementary improvement plan. Additionally, Sylvania Heights Elementary holds a yearly Kindergarten orientation at the end Sylvania Heights Elementary year to inform parents about the expectations and academic standards associated with Kindergarten. This provides parents with a clear picture of what their children will be exposed to and expected to learn. Utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community. Build a working relationship and a culture of exchange and mutual respect by instituting the Early Educator Exchange (Triple E). Neighborhood and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods and developmental expectations. Direct the office staff to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	62%	Yes	72%
American Indian				
Asian				
Black/African American				
Hispanic	68%	61%	Yes	72%
White	73%	80%	Yes	75%
English language learners	53%	46%	No	58%
Students with disabilities	60%	14%	No	64%
Economically disadvantaged	64%	57%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	29%	37%
Students scoring at or above Achievement Level 4	87	31%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		75%	78%
Students in lowest 25% making learning gains (FCAT 2.0)		81%	83%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	113	48%	53%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	57	24%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	52	22%	30%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	73	62%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	52%	No	66%
American Indian				
Asian				
Black/African American				
Hispanic	63%	50%	No	66%
White	63%	60%	No	67%
English language learners	42%	43%	Yes	48%
Students with disabilities	43%	18%	No	49%
Economically disadvantaged	58%	49%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	29%	40%
Students scoring at or above Achievement Level 4	60	22%	27%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		65%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		62%	66%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	31%	34%
Students scoring at or above Achievement Level 4	20	26%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		5
Participation in STEM-related experiences provided for students	679	31%	32%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	30	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	16	3%	2%
Students who are not proficient in reading by third grade	31	36%	32%
Students who receive two or more behavior referrals	52	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Parental Involvement Plan, Title one

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The results of the 2013 FCAT 2.0 Reading Assessment indicate that 62% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 10 percentage points to 72% for all students

G2. The Results of the 2012-2013 FCAT 2.0. Writing test indicates that 62% of students achieved a level 3.5 and higher proficiency. Our goal for the 2013-2014 FCAT 2.0 Writing Test is to increase proficiency by 4 percentage points to 66%.

G3. The results of the 2012-2013 FCAT 2.0 Mathematics test indicate that 52 % of the students achieved Proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 14 percentage points to 66% student proficiency.

G4. The results of the 2012-2013 FCAT 2.0 Science Test indicate that 31% of students achieved proficiency Level 3. Our goal for 2014 is to increase the percentage of students achieving proficiency Level 3 by at least 3 percentage points to 34%.

G5. During the 2012-2013 school year, student participation in 5 STEM activities was at 31%. Our goal for 2013-2014 is to provide 6 STEM activities or increase student participation by 4% to 35%.

G6. In order to improve student achievement in 2014, our goal is to decrease the percentage of students in the following categories: 10 or more absences, 2 or more referrals suspensions, retentions, and nonreading proficient by grade 3.

Goals Detail

G1. The results of the 2013 FCAT 2.0 Reading Assessment indicate that 62% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 10 percentage points to 72% for all students

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- The newly adopted reading Series Wonders and the Wonder Works Intervention Program will provide a strong base for instruction in all targeted benchmarks. In addition, technology programs for interventions such as Reading Plus and Success Maker will be used for remediation.

Targeted Barriers to Achieving the Goal

- Students in the SWD and ED population not making AMO, performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2: Reading Application and Literary Analysis, Cause and effect Relationships and Chronological order;.. Students experienced difficulty in making inferences and drawing conclusions within and across texts and reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands independently and proficiently \ Actual Data for SWD was 14% and.Target data for 2014 for SWD is 64%. Actual Data for ED was 57% and Target data for 2014 for ED is 68%

- The performance data for students who achieved proficiency level 3 on the 2013 FCAT 2.0 Reading Assessment indicates an area of deficiency in Reporting Category 3: Literary Analysis/Fiction/Nonfiction. Students experienced difficulty in identifying elements of story structure , identifying and explaining use of descriptive language and explain and identifying the purpose of text features. Actual data was 29% Target data for 2014 is 37%.

- The performance data for students who achieved proficiency level 4 -5 on the 2013 FCAT 2.0 Reading Assessment indicates an area of deficiency in Reporting Category 3: Literary Analysis/Fiction/Nonfiction. Students experienced difficulty in identifying elements of story structure , identifying and explaining use of descriptive language and explain and identifying the purpose of text features. Actual data was 31% Target data for 2014 is 35%.

- The performance data for students who achieved learning gains on the 2013 FCAT 2.0 Reading Assessment indicates an area of deficiency is Reporting Category 2- Reading Application, Chronological order. Students experienced difficulty in making inferences and drawing conclusions within and across texts and reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands independently and proficiently. Actual data was 75% Target data for 2014 is 78%.

- The performance data for students in the lowest 25% who achieved learning gains on the 2013 FCAT 2.0 Reading Test the area of deficiency is Reporting Category 2: Reading Application, Chronological order. Students experienced difficulty in making inferences and drawing conclusions within and across texts and reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands independently and proficiently. Actual data was 81% Target data for 2014 is 83%.

- The results of the 2013 CELLA indicate that 48% of students were proficient in listening and speaking. Students require additional opportunities to speak in English, inside and outside of the classroom.. Actual data was 48% Target data for 2014 is 53%.

- The results of the 2013 CELLA indicate that 24% of students were proficient in reading. Students require additional opportunities to read orally and silently in English. Actual data was 24% Target data for 2014 is 32%.

- The results of the 2013 CELLA indicate that 22% of students were proficient in writing. Students require additional opportunities for writing in response to reading. Actual data was 22% Target data for 2014 is 30%.

Plan to Monitor Progress Toward the Goal

Ensuring that the FCIM model, district pacing guides, and quarterly assessments schedules are being adequately followed. Making sure teachers are using direct instruction that focuses on grade level specific targets by using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards. Monitor the use ESOL strategies for ELL students. CRISS strategies and emergent reader resource should be evident to address individual needs and should be utilized to improve comprehension of fiction and non-fiction text.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Monthly/Quarterly

Evidence of Completion:
Classroom Walk-through observations, student work folders, review of formative assessments. Data Chats, Data Reports for Quarterly Assessments, Mini Assessments, Benchmark Assessments, Reading Plus Reports. District interim assessments, Summative: 2014 FCAT 2.0 Reading Assessment, 2014 CELLA 2014 FCAT 2.0 Writing Assessment,

G2. The Results of the 2012-2013 FCAT 2.0. Writing test indicates that 62% of students achieved a level 3.5 and higher proficiency. Our goal for the 2013-2014 FCAT 2.0 Writing Test is to increase proficiency by 4 percentage points to 66%.

Targets Supported
- Writing

Resources Available to Support the Goal
- The MDCPS Writing Pacing guides will serve as a tool to guide instruction in writing. Teachers will also use the districts rigorous lesson planner for grade 4 writing, and mentor text as models.

Targeted Barriers to Achieving the Goal
- Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific actions. Actual data was 62% Target data for 2014 is 66%.

Plan to Monitor Progress Toward the Goal

Monitoring of FCIM model, district pacing guides, and quarterly assessments schedules..

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Monthly/Quarterly

Evidence of Completion:
Daily classroom walk-through, Observations, Student Work Folders, Formative Assessment, district baselines, interim writing assessment, monthly writing prompts, Summative Assessment: 2014 FCAT 2.0 Writing Test.

G3. The results of the 2012-2013 FCAT 2.0 Mathematics test indicate that 52 % of the students achieved Proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 14 percentage points to 66% student proficiency.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Houghton Mifflin Hartcourt GO Math Series will provide a strong base for instruction in all of the targeted benchmark. Using Common Core Standards, this research based series will allow teachers to focus on developing students' conceptual understanding to reach grade level proficiency in mathematics.

Targeted Barriers to Achieving the Goal

- The results of the 2013 FCAT 2.0 Math test indicates that 48% of students in the Total subgroup did not make their 2012-2013 AMO. Our total student population needs support in mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. In addition student in the Hispanic, ED and SWD subgroups need varied opportunity to utilize mathematical vocabulary through real life situations and use their understanding to answer work problems. Actual data was 52% Target data for 2014 is 66%.

- For students scoring FCAT level 3, performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting category of Fractions. Students experienced difficulty adding, subtracting, and multiplying fractions. Students need support in mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. Actual data was 29% Target data for 2014 is 40%.

- For Students scoring level 4 and above ' performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting category of Geometry and measurement. Students experienced difficulty with geometric knowledge and spatial reasoning. Actual data was 22% Target data for 2014 is 27%.

- An area of deficiency for mathematics learning gains based on the 2013 administration of the FCAT 2.0 Mathematics Test for was the Number: Base Ten and Fractions Reporting Category. Students making learning gains need frequent opportunities to develop and understand in of decimals, including the connection between fractions and decimals. Actual data was 65% Target data for 2014 is 69%.

- An area of deficiency for mathematics learning gains of the lowest 25% based on the administration of the 2013 FCAT 2.0 Mathematics Test was the Number: Base Ten and Fractions Reporting Category. Students in the lowest 25% need to develop an understanding of decimals, including the connection between fractions and decimals.. Actual data was 62% Target data for 2014 is 66%.

Plan to Monitor Progress Toward the Goal

Teachers will analyze the data to identify areas for re-teaching opportunists and to adjust instruction and determine effectiveness of the strategy implemented on a regular basis. Direct instruction will be utilized to target specific areas of weakness for students. The MTSS/RtI team will monitor individual student progress and response to the implemented strategy providing additional support and research based solutions..

> **Person or Persons Responsible**
> MTSS/RTI
>
> **Target Dates or Schedule:**
> Monthly/Quarterly
>
> **Evidence of Completion:**
> Formative: Data Reports for Monthly Assessments, and District interim assessments, Summative: 2014 FCAT Math 2.0

G4. The results of the 2012-2013 FCAT 2.0 Science Test indicate that 31% of students achieved proficiency Level 3. Our goal for 2014 is to increase the percentage of students achieving proficiency Level 3 by at least 3 percentage points to 34%.

> **Targets Supported**
> - Science
>
> - Science - Elementary School
>
> **Resources Available to Support the Goal**
> - Scott Foresman Science Series will provide a strong base for instruction in all of the tested science benchmarks. This research-based series includes focused benchmark lessons assessments, tutorials and enrichment that can be used to track and improve student performance. In addition, teachers will use Gizmos, PBS Learning Discovery Education Essential Lab.

Targeted Barriers to Achieving the Goal
- Performance data for Students' who scored a level 3 on the 2013 FCAT 2.0 Science Test indicates that there is a deficiency in Reporting Category 1 of Nature of Science. Students had difficulty formulating testable questions, evaluating investigations and experiments, organizing data, identifying a control group, interpreting data, analyzing information, distinguishing between observations and opinions, and defending conclusions. Actual data was 31% Target data for 2014 is 34%.

- Performance data for Students' who scored a level 4 and above on the 2013 FCAT 2.0 Science Test indicates that there is a deficiency in Reporting Category 1 of Nature of Science. Students had difficulty formulating testable questions, evaluating investigations and experiments, organizing data, identifying a control group, interpreting data, analyzing information, distinguishing between observations and opinions, and defending conclusions. Actual data was 26% Target data for 2014 is 27%.

Plan to Monitor Progress Toward the Goal

Monitoring of FCIM model, district pacing guides, and quarterly assessments schedules, Classroom Walk-thru's observations, student work folders, review of formative assessments.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Monthly/Quarterly

Evidence of Completion:
Data Reports for Quarterly Assessments, Mini Assessments, District Pacing Guides and District interim assessments, Summative: 2014 FCAT 2.0 Science Test

G5. During the 2012-2013 school year, student participation in 5 STEM activities was at 31%. Our goal for 2013-2014 is to provide 6 STEM activities or increase student participation by 4% to 35%.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Science Club, P-Sell activities, Environmental Activities - Green School Challenge, Field trips, School-wide Science Projects

Targeted Barriers to Achieving the Goal
- Students have limited opportunities to participate in STEM related and project-based learning throughout the school year.

Plan to Monitor Progress Toward the Goal

Teachers and Science liaisons plan and implement a variety of STEM related activities for students to further develop independent thinking abilities and conceptual knowledge of math and science.

Person or Persons Responsible
MTSS/RtI

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Student attendance reports, participation rosters, completed projects.

G6. In order to improve student achievement in 2014, our goal is to decrease the percentage of students in the following categories: 10 or more absences, 2 or more referrals suspensions, retentions, and nonreading proficient by grade 3.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Increase parent communication, Attendance Rewards, Positive Behavior Support Strategies, Referrals to the Social Worker, Referrals to Counselor, Incentive programs, Mentoring Strategies and Student Recognitions.

Targeted Barriers to Achieving the Goal

- Through the monitoring of Early Warning Systems, our school will decrease the number of students who missed 10% or more of the available instructional time from 5% to 4%. A decrease of 1 percentage points.

- Through the monitoring of Early Warning Systems, our school will decrease the number of students retained from 3% to 2%. A decrease of 1 percentage points.

- Through the monitoring of Early Warning Systems, our school will decrease the number of students that are not proficient in reading by grade 3 from 36% to 32%. A decrease of 4 percentage points.

- Through the monitoring of Early Warning Systems, our school will maintain the number of students with 2 or more behavior referrals and one or more that lead to suspension at 0%.

Plan to Monitor Progress Toward the Goal

Progress monitoring tools and state/school based assessment data will be used to identify students that are not progressing academically in the core program due to academics, behavior, attendance or other factors. The MTSS/RtI team will meet to develop appropriate interventions, establish goals, and monitor the effectiveness of these interventions once they are in place. Decisions made by the MTSS/RtI team will be data driven and lead to effective implementation of progress monitoring.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

District Case Management Reports, Student Service Reports, Behavior Intervention Plans, Positive Referrals for incentives, Data Reports for Quarterly Assessments, Mini Assessments, District Pacing Guides and District interim assessments, Summative: 2014 FCAT 2.0 Reading Test

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. The results of the 2013 FCAT 2.0 Reading Assessment indicate that 62% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 10 percentage points to 72% for all students

G1.B1 Students in the SWD and ED population not making AMO, performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2: Reading Application and Literary Analysis, Cause and effect Relationships and Chronological order;.. Students experienced difficulty in making inferences and drawing conclusions within and across texts and reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands independently and proficiently \ Actual Data for SWD was 14% and.Target data for 2014 for SWD is 64%. Actual Data for ED was 57% and Target data for 2014 for ED is 68%

G1.B1.S1 Provide student with greater opportunities to read and comprehend literature and informational text at a higher complexity level by incorporating a variety of graphic organizers such as authors purpose chart, cause/effect chain,, time lines, one sentence summaries, etc. in order to develop the capacity to identify main idea, conclusion support and opinion support.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Person or Persons Responsible

Language Arts/Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Authentic student work, student work folders, Benchmark Assessments, Weekly Assessments, Teacher-made tests, Journals, Reading logs, Reading Plus, Success Maker, FAIR Data.

Facilitator:

MDCPS

Participants:

Language Arts/Reading Teacher

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Monitor the FCIM model, district pacing guides, and quarterly assessments schedules, classroom implementation of cooperative learning activities, and direct instruction that focuses on grade level specific targets and use of adequate instructional strategies. Review implementation of all components of reading program.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly//Quarterly

Evidence of Completion

Classroom Walk-through observations, student work folders, review of formative assessments. Data Chats, Data Reports for Quarterly Assessments, Mini Assessments, Benchmark Assessments, Reading Plus Reports. District interim assessments, Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B1.S1

Review student monthly assessments reports and quarterly interim data.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Data Chats, Data Reports for Quarterly Assessments, District interim assessments, FAIR Data, Summative: 2014 FCAT 2.0 Reading Test

G1.B2 The performance data for students who achieved proficiency level 3 on the 2013 FCAT 2.0 Reading Assessment indicates an area of deficiency in Reporting Category 3: Literary Analysis/Fiction/Nonfiction. Students experienced difficulty in identifying elements of story structure , identifying and explaining use of descriptive language and explain and identifying the purpose of text features. Actual data was 29% Target data for 2014 is 37%.

G1.B2.S1 Provide student with greater opportunities to read and comprehend literature and informational text Explain and Identify the Purpose of Text Features,at a higher complexity level by distinguishing their own point of view from that of the narrator, character, or the author of the text. In addition students should compare and contrast the point of view from different stories or topics and be able to note how authors use figurative language.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Authentic student work, student work folders, Benchmark Assessments, Weekly Assessments, Teacher-made tests, Journals, Reading logs, Reading Plus, Success Maker, FAIR Data.

Facilitator:

MDCPS

Participants:

Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Monitor the FCIM model, district pacing guides, and quarterly assessments schedules, classroom implementation of cooperative learning activities, and direct instruction that focuses on grade level specific targets and use of adequate instructional strategies. Review implementation of all components of reading program.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Classroom Walk-through observations, student work folders, review of formative assessments. Data Chats, Data Reports for Quarterly Assessments, Mini Assessments, Benchmark Assessments, Reading Plus Reports. District interim assessments, Summative: 2014 FCAT 2.0 Reading Assessment.

Plan to Monitor Effectiveness of G1.B2.S1

Review student monthly assessments reports and quarterly interim data.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Data Chats, Data Reports for Quarterly Assessments, District interim assessments, FAIR Data, Summative: 2014 FCAT 2.0 Reading Test

G1.B3 The performance data for students who achieved proficiency level 4 -5 on the 2013 FCAT 2.0 Reading Assessment indicates an area of deficiency in Reporting Category 3: Literary Analysis/Fiction/ Nonfiction. Students experienced difficulty in identifying elements of story structure , identifying and explaining use of descriptive language and explain and identifying the purpose of text features. Actual data was 31% Target data for 2014 is 35%.

G1.B3.S1 Provide students with a variety of real world documents with text features such as how to articles, brochures, flyers, websites and articles from Time for Kids to practice strengthening arguments to support their answers locating and verifying information, critically analyzing texts and synthesizing to draw correct conclusions. Explain and Identify the Purpose of Text Features, by distinguishing their own point of view from that of the narrator, character, or the author of the text.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Authentic student work, student work folders, Benchmark Assessments, Weekly Assessments, Teacher-made tests, Journals, Reading logs, Reading Plus, Success Maker, FAIR Data.

Facilitator:

MDCPS

Participants:

Language Arts/Reading Teacher

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Monitor the FCIM model, district pacing guides, and quarterly assessments schedules, classroom implementation of cooperative learning activities, and direct instruction that focuses on grade level specific targets and use of adequate instructional strategies. Review implementation of all components of reading program.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Classroom Walk-through observations, student work folders, review of formative assessments. Data Chats, Data Reports for Quarterly Assessments, Mini Assessments, Benchmark Assessments, Reading Plus Reports. District interim assessments, Summative: 2014 FCAT 2.0 Reading Assessment

Plan to Monitor Effectiveness of G1.B3.S1

Review student monthly assessments reports and quarterly interim data.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Data Chats, Data Reports for Quarterly Assessments, District interim assessments, FAIR Data, Summative: 2014 FCAT 2.0 Reading Test

G1.B4 The performance data for students who achieved learning gains on the 2013 FCAT 2.0 Reading Assessment indicates an area of deficiency is Reporting Category 2- Reading Application, Chronological order. Students experienced difficulty in making inferences and drawing conclusions within and across texts and reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands independently and proficiently. Actual data was 75% Target data for 2014 is 78%.

G1.B4.S1 Provide student with greater opportunities to read and comprehend literature and informational text at a higher complexity level by incorporating a variety of graphic organizers such as time lines, sequence chains, cause/effect chain, one sentence summaries to develop the capacity to identify cause and effect and conclusion support.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Person or Persons Responsible

Reading teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Authentic student work, student work folders, Benchmark Assessments, Weekly Assessments, Teacher-made tests, Journals, Reading logs, Reading Plus, Success Maker, FAIR Data.

Facilitator:

MDCPS

Participants:

Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Monitor the FCIM model, district pacing guides, and quarterly assessments schedules, classroom implementation of cooperative learning activities, and direct instruction that focuses on grade level specific targets and use of adequate instructional strategies. Review implementation of all components of reading program.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Classroom Walk-through observations, student work folders, review of formative assessments. Data Chats, Data Reports for Quarterly Assessments, Mini Assessments, Benchmark Assessments, Reading Plus Reports. District interim assessments, Summative: 2014 FCAT 2.0 Reading Assessment.

Plan to Monitor Effectiveness of G1.B4.S1

Review student monthly assessments reports and quarterly interim data.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Data Chats, Data Reports for Quarterly Assessments, District interim assessments, FAIR Data, Summative: 2014 FCAT 2.0 Reading Test

G1.B5 The performance data for students in the lowest 25% who achieved learning gains on the 2013 FCAT 2.0 Reading Test the area of deficiency is Reporting Category 2: Reading Application, Chronological order. Students experienced difficulty in making inferences and drawing conclusions within and across texts and reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands independently and proficiently. Actual data was 81% Target data for 2014 is 83%.

G1.B5.S1 Provide student with greater opportunities to read and comprehend literature and informational text at a higher complexity level by incorporating a variety of graphic organizers such as time lines, sequence chains, cause/effect chain, one sentence summaries to develop the capacity to identify cause and effect and conclusion support.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Authentic student work, student work folders, Benchmark Assessments, Weekly Assessments, Teacher-made tests, Journals, Reading logs, Reading Plus, Success Maker, FAIR Data.

Facilitator:

MDCPS

Participants:

Language Arts Teacher

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Monitor the FCIM model, district pacing guides, and quarterly assessments schedules, classroom implementation of cooperative learning activities, and direct instruction that focuses on grade level specific targets and use of adequate instructional strategies. Review implementation of all components of reading program.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Classroom Walk-through observations, student work folders, review of formative assessments. Data Chats, Data Reports for Quarterly Assessments, Mini Assessments, Benchmark Assessments, Reading Plus Reports. District interim assessments, Summative: 2014 FCAT 2.0 Reading Assessment.

Plan to Monitor Effectiveness of G1.B5.S1

Review student monthly assessments reports and quarterly interim data.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Data Chats, Data Reports for Quarterly Assessments, District interim assessments, FAIR Data, Summative: 2014 FCAT 2.0 Reading Test

G1.B6 The results of the 2013 CELLA indicate that 48% of students were proficient in listening and speaking. Students require additional opportunities to speak in English, inside and outside of the classroom.. Actual data was 48% Target data for 2014 is 53%.

G1.B6.S1 Provide students with opportunities to listen, read aloud, use simple sentences, direct language and participate in substitution, expansion, paraphrasing and repetition exercises.Strategies such as Direct Language, Teacher Modeling and Language Experience Approach (LEA) approach will allow students to produce language in response to multi-sensory experiences and gain better understanding of what is being said.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, use of ESOL strategies, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Authentic student work, student work folders, Benchmark Assessments, Weekly Assessments, Teacher-made tests, Journals, Reading logs, Reading Plus, Success Maker, FAIR Data.

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Monitor the FCIM model, district pacing guides, and quarterly assessments schedules, classroom implementation of cooperative learning activities, and direct instruction that focuses on grade level specific targets and use of adequate instructional strategies and ESOL strategies. Review implementation of all components of reading program.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Classroom Walk-through observations, student work folders, review of formative assessments. Data Chats, Data Reports for Quarterly Assessments, Mini Assessments, Benchmark Assessments, Reading Plus Reports. District interim assessments, Summative: 2014 FCAT 2.0 Reading Assessment, 2014 CELLA

Plan to Monitor Effectiveness of G1.B6.S1

Review student monthly assessments reports and quarterly interim data.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Data Chats, Data Reports for Quarterly Assessments, District interim assessments, FAIR Data, Summative: 2014 FCAT 2.0 Reading Assessment, 2014 CELLA.

G1.B7 The results of the 2013 CELLA indicate that 24% of students were proficient in reading. Students require additional opportunities to read orally and silently in English. Actual data was 24% Target data for 2014 is 32%.

G1.B7.S1 Provide students comprehension strategies such as Retelling and Reciprocal Teaching where students will work cooperatively in summarizing, questioning, clarifying and predicting. Identify context clues and verbal clues, provide opportunity for higher order thinking by using Questions-Answer-Relationship (QAR) strategies.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and ESOL strategies by using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Authentic student work, student work folders, Benchmark Assessments, Weekly Assessments, Teacher-made tests, Journals, Reading logs, Reading Plus, Success Maker, FAIR Data.

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Monitor the FCIM model, district pacing guides, and quarterly assessments schedules, classroom implementation of cooperative learning activities, and direct instruction that focuses on grade level specific targets and use of adequate instructional strategies and ESOL strategies. Review implementation of all components of reading program.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Classroom Walk-through observations, student work folders, review of formative assessments. Data Chats, Data Reports for Quarterly Assessments, Mini Assessments, Benchmark Assessments, Reading Plus Reports. District interim assessments, Summative: 2014 FCAT 2.0 Reading Assessment, 2014 CELLA

Plan to Monitor Effectiveness of G1.B7.S1

Review student monthly assessments reports and quarterly interim data.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Classroom Walk-through observations, student work folders, review of formative assessments. Data Chats, Data Reports for Quarterly Assessments, Mini Assessments, Benchmark Assessments, Reading Plus Reports. District interim assessments, Summative: 2014 FCAT 2.0 Reading Assessment, 2014 CELLA

G1.B8 The results of the 2013 CELLA indicate that 22% of students were proficient in writing. Students require additional opportunities for writing in response to reading. Actual data was 22% Target data for 2014 is 30%.

G1.B8.S1 Provide students with greater opportunities to communicate in writing dialogues by journals, graphic organizers, illustrating and labeling, letter writing and process writing. Teacher will model process writing for students, in order to develop focus organization, support, and conventions.

Action Step 1

Reading teachers will provide modeling opportunities that demonstrate the writing process components in order to guide students in their own writing. Follow the FCIM model, district pacing guides, monthly writing prompts, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies, ESOL strategies and all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Person or Persons Responsible

Reading Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Writers notebook/folders, teacher informal observation and rubrics utilized during instruction. Authentic student work, student work folders, Monthly Writing Prompts, Journals,

Facilitator:

MDCPS

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Monitor the FCIM model, district pacing guides, and data from quarterly assessments schedules and Monthly Writing Prompts. Ensure that direct instruction that focuses on grade level specific targets and use of adequate instructional strategies and ESOL strategies are documented. Review implementation of all components of reading program. Formative assessment, student writing folders, teacher informal observation and rubrics utilized during instruction.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Classroom Walk-through observations, student work folders, review of formative assessments. Data Chats, Data Reports for Quarterly Assessments, Monthly Writing Prompts, District interim assessments, Summative: 2014 FCAT 2.0 Writing Assessment CELLA 2014

Plan to Monitor Effectiveness of G1.B8.S1

Monitor the FCIM model, district pacing guides, and data from quarterly assessments schedules and Monthly Writing Prompts. Ensure that direct instruction that focuses on grade level specific targets and use of adequate instructional strategies and ESOL strategies are documented. Review implementation of all components of reading program. Formative assessment, student writing folders, teacher informal observation and rubrics utilized during instruction.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Classroom Walk-through observations, student work folders, review of formative assessments. Data Chats, Data Reports for Quarterly Assessments, Monthly Writing Prompts, District interim assessments, Summative: 2014 FCAT 2.0 Writing Assessment CELLA 2014

G2. The Results of the 2012-2013 FCAT 2.0. Writing test indicates that 62% of students achieved a level 3.5 and higher proficiency. Our goal for the 2013-2014 FCAT 2.0 Writing Test is to increase proficiency by 4 percentage points to 66%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific actions. Actual data was 62% Target data for 2014 is 66%.

G2.B1.S1 Provide students with the opportunity of maintaining a writers notebook that will demonstrate instruction of skills and components of the writing process while serving of evidence of growth in writing. During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and setting including the use of figurative and descriptive language and transitional words/phrases that are appropriated to produce fluency. In addition, students will use revising/editing charts, teacher conferencing collaborative discussion, and peer editing. Students will participate in small group guided instruction along with peer editing and revision.

Action Step 1

Teachers will use the FCIM develop writing skills and students will maintain a writers notebook that will demonstrate instruction of skills and components of the writing process while serving as evidence of growth in writing.

Person or Persons Responsible

Language Arts Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Authentic student work, student work folders, Monthly Writing Prompts, Rubrics used during instruction, Benchmark Assessments, Weekly Assessments, Journals, Writers Notebook, Summative assessment is the 2014 FCAT 2.0 Writing Assessment

Facilitator:

MDPS

Participants:

4th Grade Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Monitoring of FCIM model, district pacing guides, and monthly Writing Prompts.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Daily classroom walk-through, Observations, Student Work Folders, Formative Assessment, district baselines, interim writing assessment, monthly writing prompts, Data Chats, Summative Assessment: 2014 FCAT 2.0 Writing Assessment.

Plan to Monitor Effectiveness of G2.B1.S1

Monitoring of FCIM model, district pacing guides, and quarterly assessments schedules , Monthly Writing Prompts

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Daily classroom walk-through, Observations, Student Work Folders, Formative Assessment, district baselines, interim writing assessment, monthly writing prompts, Data Chats, Summative Assessment: 2014 FCAT 2.0 Writing Assessment.

G3. The results of the 2012-2013 FCAT 2.0 Mathematics test indicate that 52 % of the students achieved Proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 14 percentage points to 66% student proficiency.

G3.B1 The results of the 2013 FCAT 2.0 Math test indicates that 48% of students in the Total subgroup did not make their 2012-2013 AMO. Our total student population needs support in mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. In addition student in the Hispanic, ED and SWD subgroups need varied opportunity to utilize mathematical vocabulary through real life situations and use their understanding to answer work problems. Actual data was 52% Target data for 2014 is 66%.

G3.B1.S1 Using Mathematical Practices of the Common Core State Standards, teachers will introduce mathematical vocabulary to all students by per-teaching and modeling, will use universally accepted math vocabulary terms during instruction.

Action Step 1

Teachers will Implement Chapter and Benchmark assessments from Common Core Go Math! Series focusing on grade level specific targets

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Go Math Series chapter assessments,Weekly Assessments, teacher-made tests, math journals

Facilitator:

MDCPS, Gizmos

Participants:

MATH TEACHERS

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom Walk-thru's observations, student work folders, review of formative assessments through monthly data chats

Person or Persons Responsible

MTSS/RtI Team

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Data Reports for Monthly Assessments, and District interim assessments, Summative: 2014 FCAT Math 2.0

Plan to Monitor Effectiveness of G3.B1.S1

Classroom Walk-thru's observations, student work folders, review of formative assessments through monthly data chats

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Formative: Data Reports for Monthly Assessments, FAIR Data, and District interim assessments, Summative:2014 FCAT 2.0

G3.B1.S2 Using Mathematical Practices of the Common Core State Standards, teachers will support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. Students will have opportunities to: relate equivalent fractions and decimals with and without models estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations, rename fractions as mixed numbers, compare and order fractions, mixed numbers, and decimals, generate equivalent fractions or simplify fractions to lowest terms and relate halves, fourths, tenths, and hundredths to percents.

Action Step 1

Teachers will use Benchmark and Chapter assessments from Common Core Go Math! Series, Direct instruction that focuses on grade level specific targets

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Authentic student work, student work folders Go Math Series chapter assessments, Weekly Assessments, teacher-made tests, math journals.

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Classroom Walk-thru's observations, student work folders, review of formative assessments through monthly data chats

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Data Reports for Monthly Assessments, and District interim assessments, Summative: 2014 FCAT Math 2.0

Plan to Monitor Effectiveness of G3.B1.S2

Classroom Walk-thru's observations, student work folders, review of formative assessments through monthly data chat

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Formative: Data Reports for Monthly Assessments, and District interim assessments, Summative: 2014 FCAT Math 2.0

G3.B2 For students scoring FCAT level 3, performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting category of Fractions. Students experienced difficulty adding, subtracting, and multiplying fractions. Students need support in mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. Actual data was 29% Target data for 2014 is 40%.

G3.B2.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison students will have opportunities to: relate equivalent fractions and decimals with and without models; estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations; and rename fractions as mixed numbers.

Action Step 1

Teachers will utilize cooperative learning activities, classroom learning centers, Benchmark and Chapter assessments from Go Math! Series to providing direct instruction that focuses on grade level specific targets.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Authentic student work, student work folders Go Math Series chapter assessments, Weekly Assessments, teacher-made tests, math journals.

Facilitator:

MDCPS

Participants:

Mathematics teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Classroom Walk-thru's observations, student work folders, review of formative assessments through monthly data chats.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Formative: Data Reports for Monthly Assessments, and District interim assessments, Summative: 2014 FCAT Math 2.0

Plan to Monitor Effectiveness of G3.B2.S1

Classroom Walk-thru's observations, student work folders, review of formative assessments through monthly data chats

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Formative: Data Reports for Monthly Assessments, and District interim assessments, Summative: 2014 FCAT Math 2.0

G3.B3 For Students scoring level 4 and above ' performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting category of Geometry and measurement. Students experienced difficulty with geometric knowledge and spatial reasoning. Actual data was 22% Target data for 2014 is 27%.

G3.B3.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of properties of two-dimensional shapes, perimeter, and measurement: compose, decompose, and transform polygons to create and identify other polygons; calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced; measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch.

Action Step 1

Teachers will utilize cooperative learning activities, classroom learning centers, Benchmark and Chapter assessments from Go Math! Series to providing direct instruction that focuses on grade level specific targets..

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Authentic student work, student work folders Go Math Series chapter assessments, Weekly Assessments, teacher-made tests, math journals.

Facilitator:

MDCPS

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Classroom Walk-thru's observations, student work folders, review of formative assessments through monthly data chats

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Formative: Data Reports for Monthly Assessments, and District interim assessments, Summative: 2014 FCAT Math 2.0

Plan to Monitor Effectiveness of G3.B3.S1

Classroom Walk-thru's observations, student work folders, review of formative assessments through monthly data chats

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Formative: Data Reports for Monthly Assessments, and District interim assessments, Summative: 2014 FCAT Math 2.0

G3.B4 An area of deficiency for mathematics learning gains based on the 2013 administration of the FCAT 2.0 Mathematics Test for was the Number: Base Ten and Fractions Reporting Category. Students making learning gains need frequent opportunities to develop and understand in of decimals, including the connection between fractions and decimals. Actual data was 65% Target data for 2014 is 69%.

G3.B4.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison students will have opportunities to: relate equivalent fractions and decimals with and without models; estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations; and rename fractions as mixed numbers.

Action Step 1

Teachers will utilize cooperative learning activities, classroom learning centers, Benchmark and Chapter assessments from Go Math! Series to providing direct instruction that focuses on grade level specific targets.

Person or Persons Responsible

Math Teacher

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Authentic student work, student work folders Go Math Series chapter assessments, Weekly Assessments, teacher-made tests, math journals.

Facilitator:

MDCPS

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Classroom Walk-thru's observations, student work folders, review of formative assessments through monthly data chats

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly

Evidence of Completion

Formative: Data Reports for Monthly Assessments, and District interim assessments, Summative: 2014 FCAT Math 2.0

Plan to Monitor Effectiveness of G3.B4.S1

Classroom Walk-thru's observations, student work folders, review of formative assessments through monthly data chats

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Formative: Data Reports for Monthly Assessments, and District interim assessments, Summative: 2014 FCAT Math 2.0

G3.B5 An area of deficiency for mathematics learning gains of the lowest 25% based on the administration of the 2013 FCAT 2.0 Mathematics Test was the Number: Base Ten and Fractions Reporting Category. Students in the lowest 25% need to develop an understanding of decimals, including the connection between fractions and decimals.. Actual data was 62% Target data for 2014 is 66%.

G3.B5.S1 Using Mathematical Practices of the Common Core State Standards, Students n the lowest 25% need frequent opportunities to develop and understand decimals, including the connection between fractions and decimals, and to generate equivalent fractions and simplify fractions.

Action Step 1

Teacher will utilize cooperative learning activities, classroom learning centers, Benchmark and Chapter assessments from Go Math! Series to providing direct instruction that focuses on grade level specific targets.

Person or Persons Responsible

Math teacher

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Authentic student work, student work folders Go Math Series chapter assessments, Weekly Assessments, teacher-made tests, math journals.

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Review formative monthly assessment data reports to monitor progress and adjust instruction as needed.

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Formative: Data Reports for Monthly Assessments, and District interim assessments, Summative: 2014 FCAT Math 2.0

Plan to Monitor Effectiveness of G3.B5.S1

Classroom Walk-thru's observations, student work folders, review of formative assessments through monthly data chats

Person or Persons Responsible

MTSS/RTI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Formative: Data Reports for Monthly Assessments, and District interim assessments, Summative: 2014 FCAT Math 2.0

G4. The results of the 2012-2013 FCAT 2.0 Science Test indicate that 31% of students achieved proficiency Level 3. Our goal for 2014 is to increase the percentage of students achieving proficiency Level 3 by at least 3 percentage points to 34%.

G4.B1 Performance data for Students' who scored a level 3 on the 2013 FCAT 2.0 Science Test indicates that there is a deficiency in Reporting Category 1 of Nature of Science. Students had difficulty formulating testable questions, evaluating investigations and experiments, organizing data, identifying a control group, interpreting data, analyzing information, distinguishing between observations and opinions, and defending conclusions. Actual data was 31% Target data for 2014 is 34%.

G4.B1.S1 Teachers will provide opportunities for students to actively participate in routine inquiry based, hands-on activities relative to the objectives of the topic. Implementation of all essential laboratory activities will be facilitated during classroom Lab sessions. Utilization of Gizmos Science and P-Sell activities will provide additional support to weekly District Pacing Guide objectives.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, Implement cooperative learning activities, and provide direct instruction that focuses on grade level specific targets.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Weekly/.Monthly

Evidence of Completion

Authentic student work, student work folders Scott Foresman Science Text chapter assessments, Weekly Assessments, Teacher-made tests, Science journals, lab journals and activities.

Facilitator:

MDCPS

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Monitoring of FCIM model, district pacing guides, and quarterly assessments schedules, Classroom Walk-thru's observations, student work folders, review of formative assessments.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Data Reports for Quarterly Assessments, Mini Assessments, District Pacing Guides and District interim assessments, Summative: 2014 FCAT 2.0 Science Test

Plan to Monitor Effectiveness of G4.B1.S1

Monitoring of FCIM model, district pacing guides, and quarterly assessments schedules, Classroom Walk-thru's observations, student work folders, review of formative assessments.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarter.y

Evidence of Completion

Data Reports for Quarterly Assessments, Mini Assessments, District Pacing Guides and District interim assessments, Summative: 2014 FCAT 2.0 Science Test

G4.B2 Performance data for Students' who scored a level 4 and above on the 2013 FCAT 2.0 Science Test indicates that there is a deficiency in Reporting Category 1 of Nature of Science. Students had difficulty formulating testable questions, evaluating investigations and experiments, organizing data, identifying a control group, interpreting data, analyzing information, distinguishing between observations and opinions, and defending conclusions. Actual data was 26% Target data for 2014 is 27%.

G4.B2.S1 Teachers will provide opportunities for students to actively participate in routine inquiry based, hands-on activities relative to the objectives of the topic. Implementation of all essential laboratory activities will be facilitated during classroom Lab sessions. Utilization of Gizmos Science and P-Sell activities will provide additional support to weekly District Pacing Guide objectives.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, Implement cooperative learning activities, and provide direct instruction that focuses on grade level specific targets.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Authentic student work, student work folders Scott Foresman Science Text chapter assessments, Weekly Assessments, Teacher-made tests, Science journals, lab journals and activities.

Facilitator:

MDCPS

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Monitoring of FCIM model, district pacing guides, and quarterly assessments schedules, Classroom Walk-thru's observations, student work folders, review of formative assessments.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Data Reports for Quarterly Assessments, Mini Assessments, District Pacing Guides and District interim assessments, Summative: 2014 FCAT 2.0 Science Test

Plan to Monitor Effectiveness of G4.B2.S1

Monitoring of FCIM model, district pacing guides, and quarterly assessments schedules, Classroom Walk-thru's observations, student work folders, review of formative assessments.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Data Reports for Quarterly Assessments, Mini Assessments, District Pacing Guides and District interim assessments, Summative: 2014 FCAT 2.0 Science Test

G5. During the 2012-2013 school year, student participation in 5 STEM activities was at 31%. Our goal for 2013-2014 is to provide 6 STEM activities or increase student participation by 4% to 35%.

G5.B1 Students have limited opportunities to participate in STEM related and project-based learning throughout the school year.

G5.B1.S1 Students will be offered a greater number and broader range of STEM activities to ensure their interest in participation.

Action Step 1

Teachers and Science liaisons plan and implement a variety of STEM related activities for students to further develop independent thinking abilities and conceptual knowledge of math and science.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student attendance reports, participation rosters, completed projects.

Facilitator:

MDCPS

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Teachers and Science liaisons plan and implement a variety of STEM related activities for students to further develop independent thinking abilities and conceptual knowledge of math and science.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Student attendance reports, participation rosters, completed projects.

Plan to Monitor Effectiveness of G5.B1.S1

Teachers and Science liaisons plan and implement a variety of STEM related activities for students to further develop independent thinking abilities and conceptual knowledge of math and science.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Student attendance reports, participation rosters, completed projects.

G6. In order to improve student achievement in 2014, our goal is to decrease the percentage of students in the following categories: 10 or more absences, 2 or more referrals suspensions, retentions, and nonreading proficient by grade 3.

G6.B1 Through the monitoring of Early Warning Systems, our school will decrease the number of students who missed 10% or more of the available instructional time from 5% to 4%. A decrease of 1 percentage points.

G6.B1.S1 Students who have developed the pattern of absences will be identified and referred to the counselor when they have accumulated 3 unexcused absences. Parents will be notified of excesses student absences and their current academic standings. As acknowledgements for student perfect attendance, student and teachers will be recognized during morning announcements.

Action Step 1

Monitor Student attendance and tardiness based on the district monthly attendance reports.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Grade Book and Daily Attendance Reports

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Monitor Student attendance and tardiness based on the district attendance reports.

Person or Persons Responsible

Administration/Student Services

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Attendance Reports

Plan to Monitor Effectiveness of G6.B1.S1

Monitor Student attendance and tardiness based on the district monthly attendance reports.

Person or Persons Responsible

Administration/Student Services

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly Attendance Reports

G6.B2 Through the monitoring of Early Warning Systems, our school will decrease the number of students retained from 3% to 2%. A decrease of 1 percentage points.

G6.B2.S1 Students demonstrating difficulty with grade level reading will be provided with differentiated instruction and referred to ELL and Saturday Academy Tutoring for additional instruction and effective strategies to improve their academic achievement.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, Implement cooperative learning activities, and provide direct instruction that focuses on grade level specific targets.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Authentic student work, student work folders, Benchmark Assessments, Weekly Assessments, Teacher-made tests, Journals, Reading logs, Reading Plus, Success Maker, FAIR Data,

Facilitator:

MDCPS

Participants:

Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G6.B2.S1

Monitoring of FCIM model, district pacing guides, and quarterly assessments schedules, Classroom Walk-thru's observations, student work folders, review of formative assessments.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Data Reports for Quarterly Assessments, Mini Assessments, District Pacing Guides and District interim assessments, Monthly Data Chats, and Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G6.B2.S1

Monitoring of FCIM model, district pacing guides, and quarterly assessments schedules, Classroom Walk-thru's observations, student work folders, review of formative assessments.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Data Reports for Quarterly Assessments, Mini Assessments, District Pacing Guides and District interim assessments, Monthly Data Chats, and Summative: 2014 FCAT 2.0 Reading Test

G6.B3 Through the monitoring of Early Warning Systems, our school will decrease the number of students that are not proficient in reading by grade 3 from 36% to 32%. A decrease of 4 percentage points.

G6.B3.S1 Students demonstrating lacking proficiency in reading by 3rd grade will be provided with differentiated instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension by their reading teacher.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, Implement cooperative learning activities, and provide direct instruction that focuses on grade level specific targets

Person or Persons Responsible

Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Authentic student work, student work folders, Benchmark Assessments, Weekly Assessments, Teacher-made tests, Journals, Reading logs, Reading Plus, Success Maker, FAIR Data.

Facilitator:

MDCPS

Participants:

Language Arts Teacher

Plan to Monitor Fidelity of Implementation of G6.B3.S1

Monitoring of FCIM model, district pacing guides, and quarterly assessments schedules, Classroom Walk-thru's observations, student work folders, review of formative assessments.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Data Reports for Quarterly Assessments, Mini Assessments, District Pacing Guides and District interim assessments, Monthly Data Chats, and Summative: 2014 FCAT 2.0 Reading Test

Plan to Monitor Effectiveness of G6.B3.S1

Monitoring of FCIM model, district pacing guides, and quarterly assessments schedules, Classroom Walk-thru's observations, student work folders, review of formative assessments.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

MTSS/RtI

Evidence of Completion

Data Reports for Quarterly Assessments, Mini Assessments, District Pacing Guides and District interim assessments, Monthly Data Chats, and Summative: 2014 FCAT 2.0 Reading Test

G6.B4 Through the monitoring of Early Warning Systems, our school will maintain the number of students with 2 or more behavior referrals and one or more that lead to suspension at 0%.

G6.B4.S1 To eliminate behavior referrals, mini lessons will be provided on Character Education The Code of Student conduct and Anti-Bullying with a problem solving approach that promotes Positive Behavior Support strategies..

Action Step 1

The Counselor will provide students with small group and large group counseling sessions, to familiar students with a problem solving approach, promoting alternative and peaceful behaviors.

Person or Persons Responsible

Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

District Case Management Reports, Student Service Reports, Behavior Intervention Plans, Positive Referrals for incentives.

Facilitator:

MDCPS

Participants:

Counselor

Plan to Monitor Fidelity of Implementation of G6.B4.S1

Utilizing the FCIM the MTSS/RtI team will monitor Student case management and suspension reports, teacher referrals and concerns of students needing counseling Monitor Character Education Lessons, Strategies used to promote Anti-Bullying in schools, and Positive Behavior Support strategies.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

District Case Management Reports, Student Service Reports, Behavior Intervention Plans, Positive Referrals for incentives.

Plan to Monitor Effectiveness of G6.B4.S1

Utilizing the FCIM the MTSS/RtI team will monitor Student case management and suspension reports, teacher referrals and concerns of students needing counseling Monitor Character Education Lessons, Strategies used to promote Anti-Bullying in schools, and Positive Behavior Support strategies.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

District Case Management Reports, Student Service Reports, Behavior Intervention Plans, Positive Referrals for incentives.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title 1 part A Extended Learning opportunities - Saturday school, interventionists
Reading Coach,
Title III - extended earning opportunities before and after school tutoring

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The results of the 2013 FCAT 2.0 Reading Assessment indicate that 62% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 10 percentage points to 72% for all students

G1.B1 Students in the SWD and ED population not making AMO, performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2: Reading Application and Literary Analysis, Cause and effect Relationships and Chronological order;.. Students experienced difficulty in making inferences and drawing conclusions within and across texts and reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands independently and proficiently \ Actual Data for SWD was 14% and.Target data for 2014 for SWD is 64%. Actual Data for ED was 57% and Target data for 2014 for ED is 68%

G1.B1.S1 Provide student with greater opportunities to read and comprehend literature and informational text at a higher complexity level by incorporating a variety of graphic organizers such as authors purpose chart, cause/effect chain,, time lines, one sentence summaries, etc. in order to develop the capacity to identify main idea, conclusion support and opinion support.

PD Opportunity 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Facilitator

MDCPS

Participants

Language Arts/Reading Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Authentic student work, student work folders, Benchmark Assessments, Weekly Assessments, Teacher-made tests, Journals, Reading logs, Reading Plus, Success Maker, FAIR Data.

G1.B2 The performance data for students who achieved proficiency level 3 on the 2013 FCAT 2.0 Reading Assessment indicates an area of deficiency in Reporting Category 3: Literary Analysis/Fiction/Nonfiction. Students experienced difficulty in identifying elements of story structure , identifying and explaining use of descriptive language and explain and identifying the purpose of text features. Actual data was 29% Target data for 2014 is 37%.

G1.B2.S1 Provide student with greater opportunities to read and comprehend literature and informational text Explain and Identify the Purpose of Text Features,at a higher complexity level by distinguishing their own point of view from that of the narrator, character, or the author of the text. In addition students should compare and contrast the point of view from different stories or topics and be able to note how authors use figurative language.

PD Opportunity 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Facilitator

MDCPS

Participants

Language Arts Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Authentic student work, student work folders, Benchmark Assessments, Weekly Assessments, Teacher-made tests, Journals, Reading logs, Reading Plus, Success Maker, FAIR Data.

G1.B3 The performance data for students who achieved proficiency level 4 -5 on the 2013 FCAT 2.0 Reading Assessment indicates an area of deficiency in Reporting Category 3: Literary Analysis/Fiction/ Nonfiction. Students experienced difficulty in identifying elements of story structure , identifying and explaining use of descriptive language and explain and identifying the purpose of text features. Actual data was 31% Target data for 2014 is 35%.

G1.B3.S1 Provide students with a variety of real world documents with text features such as how to articles, brochures, flyers, websites and articles from Time for Kids to practice strengthening arguments to support their answers locating and verifying information, critically analyzing texts and synthesizing to draw correct conclusions. Explain and Identify the Purpose of Text Features, by distinguishing their own point of view from that of the narrator, character, or the author of the text.

PD Opportunity 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Facilitator

MDCPS

Participants

Language Arts/Reading Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Authentic student work, student work folders, Benchmark Assessments, Weekly Assessments, Teacher-made tests, Journals, Reading logs, Reading Plus, Success Maker, FAIR Data.

G1.B4 The performance data for students who achieved learning gains on the 2013 FCAT 2.0 Reading Assessment indicates an area of deficiency is Reporting Category 2- Reading Application, Chronological order. Students experienced difficulty in making inferences and drawing conclusions within and across texts and reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands independently and proficiently. Actual data was 75% Target data for 2014 is 78%.

G1.B4.S1 Provide student with greater opportunities to read and comprehend literature and informational text at a higher complexity level by incorporating a variety of graphic organizers such as time lines, sequence chains, cause/effect chain, one sentence summaries to develop the capacity to identify cause and effect and conclusion support.

PD Opportunity 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Facilitator

MDCPS

Participants

Language Arts Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Authentic student work, student work folders, Benchmark Assessments, Weekly Assessments, Teacher-made tests, Journals, Reading logs, Reading Plus, Success Maker, FAIR Data.

G1.B5 The performance data for students in the lowest 25% who achieved learning gains on the 2013 FCAT 2.0 Reading Test the area of deficiency is Reporting Category 2: Reading Application, Chronological order. Students experienced difficulty in making inferences and drawing conclusions within and across texts and reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands independently and proficiently. Actual data was 81% Target data for 2014 is 83%.

G1.B5.S1 Provide student with greater opportunities to read and comprehend literature and informational text at a higher complexity level by incorporating a variety of graphic organizers such as time lines, sequence chains, cause/effect chain, one sentence summaries to develop the capacity to identify cause and effect and conclusion support.

PD Opportunity 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Facilitator

MDCPS

Participants

Language Arts Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Authentic student work, student work folders, Benchmark Assessments, Weekly Assessments, Teacher-made tests, Journals, Reading logs, Reading Plus, Success Maker, FAIR Data.

G1.B8 The results of the 2013 CELLA indicate that 22% of students were proficient in writing. Students require additional opportunities for writing in response to reading. Actual data was 22% Target data for 2014 is 30%.

G1.B8.S1 Provide students with greater opportunities to communicate in writing dialogues by journals, graphic organizers, illustrating and labeling, letter writing and process writing. Teacher will model process writing for students, in order to develop focus organization, support, and conventions.

PD Opportunity 1

Reading teachers will provide modeling opportunities that demonstrate the writing process components in order to guide students in their own writing. Follow the FCIM model, district pacing guides, monthly writing prompts, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies, ESOL strategies and all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Facilitator

MDCPS

Participants

Reading Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Writers notebook/folders, teacher informal observation and rubrics utilized during instruction. Authentic student work, student work folders, Monthly Writing Prompts, Journals,

G2. The Results of the 2012-2013 FCAT 2.0. Writing test indicates that 62% of students achieved a level 3.5 and higher proficiency. Our goal for the 2013-2014 FCAT 2.0 Writing Test is to increase proficiency by 4 percentage points to 66%.

G2.B1 Students' performance data from the 2013 FCAT Writing indicates that students require additional support with fluency in narrative essay writing. Students experienced difficulty in writing narrative accounts with an engaging plot and a range of appropriate and specific actions. Actual data was 62% Target data for 2014 is 66%.

G2.B1.S1 Provide students with the opportunity of maintaining a writers notebook that will demonstrate instruction of skills and components of the writing process while serving of evidence of growth in writing. During writing instruction, students will develop a prewriting plan that includes: main idea, descriptive details, characters, a sequence of events and setting including the use of figurative and descriptive language and transitional words/phrases that are appropriated to produce fluency. In addition, students will use revising/editing charts, teacher conferencing collaborative discussion, and peer editing. Students will participate in small group guided instruction along with peer editing and revision.

PD Opportunity 1

Teachers will use the FCIM develop writing skills and students will maintain a writers notebook that will demonstrate instruction of skills and components of the writing process while serving as evidence of growth in writing.

Facilitator

MDPS

Participants

4th Grade Language Arts Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Authentic student work, student work folders, Monthly Writing Prompts, Rubrics used during instruction, Benchmark Assessments, Weekly Assessments, Journals, Writers Notebook, Summative assessment is the 2014 FCAT 2.0 Writing Assessment

G3. The results of the 2012-2013 FCAT 2.0 Mathematics test indicate that 52 % of the students achieved Proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 14 percentage points to 66% student proficiency.

G3.B1 The results of the 2013 FCAT 2.0 Math test indicates that 48% of students in the Total subgroup did not make their 2012-2013 AMO. Our total student population needs support in mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. In addition student in the Hispanic, ED and SWD subgroups need varied opportunity to utilize mathematical vocabulary through real life situations and use their understanding to answer work problems. Actual data was 52% Target data for 2014 is 66%.

G3.B1.S1 Using Mathematical Practices of the Common Core State Standards, teachers will introduce mathematical vocabulary to all students by per-teaching and modeling, will use universally accepted math vocabulary terms during instruction.

PD Opportunity 1

Teachers will Implement Chapter and Benchmark assessments from Common Core Go Math! Series focusing on grade level specific targets

Facilitator

MDCPS, Gizmos

Participants

MATH TEACHERS

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Go Math Series chapter assessments,Weekly Assessments, teacher-made tests, math journals

G3.B2 For students scoring FCAT level 3, performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting category of Fractions. Students experienced difficulty adding, subtracting, and multiplying fractions. Students need support in mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison. Actual data was 29% Target data for 2014 is 40%.

G3.B2.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison students will have opportunities to: relate equivalent fractions and decimals with and without models; estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations; and rename fractions as mixed numbers.

PD Opportunity 1

Teachers will utilize cooperative learning activities, classroom learning centers, Benchmark and Chapter assessments from Go Math! Series to providing direct instruction that focuses on grade level specific targets.

Facilitator

MDCPS

Participants

Mathematics teachers

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Authentic student work, student work folders Go Math Series chapter assessments, Weekly Assessments, teacher-made tests, math journals.

G3.B3 For Students scoring level 4 and above ' performance data on the 2013 FCAT 2.0 indicates that there is a deficiency in Reporting category of Geometry and measurement. Students experienced difficulty with geometric knowledge and spatial reasoning. Actual data was 22% Target data for 2014 is 27%.

G3.B3.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of properties of two-dimensional shapes, perimeter, and measurement: compose, decompose, and transform polygons to create and identify other polygons; calculate the perimeter of polygons or figures composed of composite rectangles when the length of each side is given or can be deduced; measure objects to the nearest whole millimeter, centimeter, or inch and to the nearest half or quarter inch.

PD Opportunity 1

Teachers will utilize cooperative learning activities, classroom learning centers, Benchmark and Chapter assessments from Go Math! Series to providing direct instruction that focuses on grade level specific targets..

Facilitator

MDCPS

Participants

Math Teachers

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Authentic student work, student work folders Go Math Series chapter assessments, Weekly Assessments, teacher-made tests, math journals.

G3.B4 An area of deficiency for mathematics learning gains based on the 2013 administration of the FCAT 2.0 Mathematics Test for was the Number: Base Ten and Fractions Reporting Category. Students making learning gains need frequent opportunities to develop and understand in of decimals, including the connection between fractions and decimals. Actual data was 65% Target data for 2014 is 69%.

G3.B4.S1 Using Mathematical Practices of the Common Core State Standards, support mathematical fluency and problem solving proficiency in the areas of fractions, fraction equivalence and comparison students will have opportunities to: relate equivalent fractions and decimals with and without models; estimate fractions, mixed numbers, and/or decimals in the same or different forms in real-world situations; and rename fractions as mixed numbers.

PD Opportunity 1

Teachers will utilize cooperative learning activities, classroom learning centers, Benchmark and Chapter assessments from Go Math! Series to providing direct instruction that focuses on grade level specific targets.

Facilitator

MDCPS

Participants

Math Teachers

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Authentic student work, student work folders Go Math Series chapter assessments, Weekly Assessments, teacher-made tests, math journals.

G4. The results of the 2012-2013 FCAT 2.0 Science Test indicate that 31% of students achieved proficiency Level 3. Our goal for 2014 is to increase the percentage of students achieving proficiency Level 3 by at least 3 percentage points to 34%.

G4.B1 Performance data for Students' who scored a level 3 on the 2013 FCAT 2.0 Science Test indicates that there is a deficiency in Reporting Category 1 of Nature of Science. Students had difficulty formulating testable questions, evaluating investigations and experiments, organizing data, identifying a control group, interpreting data, analyzing information, distinguishing between observations and opinions, and defending conclusions. Actual data was 31% Target data for 2014 is 34%.

G4.B1.S1 Teachers will provide opportunities for students to actively participate in routine inquiry based, hands-on activities relative to the objectives of the topic. Implementation of all essential laboratory activities will be facilitated during classroom Lab sessions. Utilization of Gizmos Science and P-Sell activities will provide additional support to weekly District Pacing Guide objectives.

PD Opportunity 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, Implement cooperative learning activities, and provide direct instruction that focuses on grade level specific targets.

Facilitator

MDCPS

Participants

Science Teachers

Target Dates or Schedule

Weekly/.Monthly

Evidence of Completion

Authentic student work, student work folders Scott Foresman Science Text chapter assessments, Weekly Assessments, Teacher-made tests, Science journals, lab journals and activities.

G4.B2 Performance data for Students' who scored a level 4 and above on the 2013 FCAT 2.0 Science Test indicates that there is a deficiency in Reporting Category 1 of Nature of Science. Students had difficulty formulating testable questions, evaluating investigations and experiments, organizing data, identifying a control group, interpreting data, analyzing information, distinguishing between observations and opinions, and defending conclusions. Actual data was 26% Target data for 2014 is 27%.

G4.B2.S1 Teachers will provide opportunities for students to actively participate in routine inquiry based, hands-on activities relative to the objectives of the topic. Implementation of all essential laboratory activities will be facilitated during classroom Lab sessions. Utilization of Gizmos Science and P-Sell activities will provide additional support to weekly District Pacing Guide objectives.

PD Opportunity 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, Implement cooperative learning activities, and provide direct instruction that focuses on grade level specific targets.

Facilitator

MDCPS

Participants

Science Teachers

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Authentic student work, student work folders Scott Foresman Science Text chapter assessments, Weekly Assessments, Teacher-made tests, Science journals, lab journals and activities.

G5. During the 2012-2013 school year, student participation in 5 STEM activities was at 31%. Our goal for 2013-2014 is to provide 6 STEM activities or increase student participation by 4% to 35%.

G5.B1 Students have limited opportunities to participate in STEM related and project-based learning throughout the school year.

G5.B1.S1 Students will be offered a greater number and broader range of STEM activities to ensure their interest in participation.

PD Opportunity 1

Teachers and Science liaisons plan and implement a variety of STEM related activities for students to further develop independent thinking abilities and conceptual knowledge of math and science.

Facilitator

MDCPS

Participants

Science Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Student attendance reports, participation rosters, completed projects.

G6. In order to improve student achievement in 2014, our goal is to decrease the percentage of students in the following categories: 10 or more absences, 2 or more referrals suspensions, retentions, and nonreading proficient by grade 3.

G6.B2 Through the monitoring of Early Warning Systems, our school will decrease the number of students retained from 3% to 2%. A decrease of 1 percentage points.

G6.B2.S1 Students demonstrating difficulty with grade level reading will be provided with differentiated instruction and referred to ELL and Saturday Academy Tutoring for additional instruction and effective strategies to improve their academic achievement.

PD Opportunity 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, Implement cooperative learning activities, and provide direct instruction that focuses on grade level specific targets.

Facilitator

MDCPS

Participants

Language Arts Teachers

Target Dates or Schedule

Weekly/Monthly

Evidence of Completion

Authentic student work, student work folders, Benchmark Assessments, Weekly Assessments, Teacher-made tests, Journals, Reading logs, Reading Plus, Success Maker, FAIR Data,

G6.B3 Through the monitoring of Early Warning Systems, our school will decrease the number of students that are not proficient in reading by grade 3 from 36% to 32%. A decrease of 4 percentage points.

G6.B3.S1 Students demonstrating lacking proficiency in reading by 3rd grade will be provided with differentiated instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension by their reading teacher.

PD Opportunity 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, Implement cooperative learning activities, and provide direct instruction that focuses on grade level specific targets

Facilitator

MDCPS

Participants

Language Arts Teacher

Target Dates or Schedule

Weekly

Evidence of Completion

Authentic student work, student work folders, Benchmark Assessments, Weekly Assessments, Teacher-made tests, Journals, Reading logs, Reading Plus, Success Maker, FAIR Data.

G6.B4 Through the monitoring of Early Warning Systems, our school will maintain the number of students with 2 or more behavior referrals and one or more that lead to suspension at 0%.

G6.B4.S1 To eliminate behavior referrals, mini lessons will be provided on Character Education The Code of Student conduct and Anti-Bullying with a problem solving approach that promotes Positive Behavior Support strategies..

PD Opportunity 1

The Counselor will provide students with small group and large group counseling sessions, to familiar students with a problem solving approach, promoting alternative and peaceful behaviors.

Facilitator

MDCPS

Participants

Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

District Case Management Reports, Student Service Reports, Behavior Intervention Plans, Positive Referrals for incentives.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT 2.0 Reading Assessment indicate that 62% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 10 percentage points to 72% for all students	$16,500
G3.	The results of the 2012-2013 FCAT 2.0 Mathematics test indicate that 52 % of the students achieved Proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 14 percentage points to 66% student proficiency.	$4,500
G4.	The results of the 2012-2013 FCAT 2.0 Science Test indicate that 31% of students achieved proficiency Level 3. Our goal for 2014 is to increase the percentage of students achieving proficiency Level 3 by at least 3 percentage points to 34%.	$2,700
G5.	During the 2012-2013 school year, student participation in 5 STEM activities was at 31%. Our goal for 2013-2014 is to provide 6 STEM activities or increase student participation by 4% to 35%.	$500
	Total	$24,200

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Technology	Professional Development	Personnel	Evidence-Based Materials	Total
Title III	$6,500	$0	$0	$0	$0	$6,500
Title I	$0	$2,500	$0	$4,500	$0	$7,000
General Fund	$0	$0	$3,000	$0	$500	$3,500
Title 1	$0	$0	$0	$4,500	$0	$4,500
ESAAC	$0	$0	$0	$0	$2,700	$2,700
Total	$6,500	$2,500	$3,000	$9,000	$3,200	$24,200

Budget Details
Budget items identified in the SIP as necessary to achieve the school's goals.

G1. The results of the 2013 FCAT 2.0 Reading Assessment indicate that 62% of all students achieved proficiency. Our goal for the 2013-2014 school year is to increase proficiency by 10 percentage points to 72% for all students

G1.B1 Students in the SWD and ED population not making AMO, performance data from the 2013 FCAT indicates that there is a deficiency in Reporting Category 2: Reading Application and Literary Analysis, Cause and effect Relationships and Chronological order;.. Students experienced difficulty in making inferences and drawing conclusions within and across texts and reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands independently and proficiently \ Actual Data for SWD was 14% and.Target data for 2014 for SWD is 64%. Actual Data for ED was 57% and Target data for 2014 for ED is 68%

G1.B1.S1 Provide student with greater opportunities to read and comprehend literature and informational text at a higher complexity level by incorporating a variety of graphic organizers such as authors purpose chart, cause/effect chain,, time lines, one sentence summaries, etc. in order to develop the capacity to identify main idea, conclusion support and opinion support.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Resource Type

Evidence-Based Program

Resource

After School tutoring

Funding Source

Title III

Amount Needed

$2,000

G1.B2 The performance data for students who achieved proficiency level 3 on the 2013 FCAT 2.0 Reading Assessment indicates an area of deficiency in Reporting Category 3: Literary Analysis/Fiction/Nonfiction. Students experienced difficulty in identifying elements of story structure , identifying and explaining use of descriptive language and explain and identifying the purpose of text features. Actual data was 29% Target data for 2014 is 37%.

G1.B2.S1 Provide student with greater opportunities to read and comprehend literature and informational text Explain and Identify the Purpose of Text Features,at a higher complexity level by distinguishing their own point of view from that of the narrator, character, or the author of the text. In addition students should compare and contrast the point of view from different stories or topics and be able to note how authors use figurative language.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Resource Type

Evidence-Based Program

Resource

After School Program

Funding Source

Title III

Amount Needed

$2,000

G1.B3 The performance data for students who achieved proficiency level 4 -5 on the 2013 FCAT 2.0 Reading Assessment indicates an area of deficiency in Reporting Category 3: Literary Analysis/Fiction/ Nonfiction. Students experienced difficulty in identifying elements of story structure , identifying and explaining use of descriptive language and explain and identifying the purpose of text features. Actual data was 31% Target data for 2014 is 35%.

G1.B3.S1 Provide students with a variety of real world documents with text features such as how to articles, brochures, flyers, websites and articles from Time for Kids to practice strengthening arguments to support their answers locating and verifying information, critically analyzing texts and synthesizing to draw correct conclusions. Explain and Identify the Purpose of Text Features, by distinguishing their own point of view from that of the narrator, character, or the author of the text.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Resource Type

Technology

Resource

Informational Materials

Funding Source

Title I

Amount Needed

$2,500

G1.B4 The performance data for students who achieved learning gains on the 2013 FCAT 2.0 Reading Assessment indicates an area of deficiency is Reporting Category 2- Reading Application, Chronological order. Students experienced difficulty in making inferences and drawing conclusions within and across texts and reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands independently and proficiently. Actual data was 75% Target data for 2014 is 78%.

G1.B4.S1 Provide student with greater opportunities to read and comprehend literature and informational text at a higher complexity level by incorporating a variety of graphic organizers such as time lines, sequence chains, cause/effect chain, one sentence summaries to develop the capacity to identify cause and effect and conclusion support.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Resource Type

Professional Development

Resource

Reading Series training

Funding Source

General Fund

Amount Needed

$3,000

G1.B5 The performance data for students in the lowest 25% who achieved learning gains on the 2013 FCAT 2.0 Reading Test the area of deficiency is Reporting Category 2: Reading Application, Chronological order. Students experienced difficulty in making inferences and drawing conclusions within and across texts and reading and comprehending literature and informational text at the high end of the 2-3 text complexity bands independently and proficiently. Actual data was 81% Target data for 2014 is 83%.

G1.B5.S1 Provide student with greater opportunities to read and comprehend literature and informational text at a higher complexity level by incorporating a variety of graphic organizers such as time lines, sequence chains, cause/effect chain, one sentence summaries to develop the capacity to identify cause and effect and conclusion support.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Resource Type

Personnel

Resource

Interventionist

Funding Source

Title 1

Amount Needed

$4,500

G1.B6 The results of the 2013 CELLA indicate that 48% of students were proficient in listening and speaking. Students require additional opportunities to speak in English, inside and outside of the classroom.. Actual data was 48% Target data for 2014 is 53%.

G1.B6.S1 Provide students with opportunities to listen, read aloud, use simple sentences, direct language and participate in substitution, expansion, paraphrasing and repetition exercises.Strategies such as Direct Language, Teacher Modeling and Language Experience Approach (LEA) approach will allow students to produce language in response to multi-sensory experiences and gain better understanding of what is being said.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, use of ESOL strategies, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Resource Type

Evidence-Based Program

Resource

After School Tutoring

Funding Source

Title III

Amount Needed

$1,000

G1.B7 The results of the 2013 CELLA indicate that 24% of students were proficient in reading. Students require additional opportunities to read orally and silently in English. Actual data was 24% Target data for 2014 is 32%.

G1.B7.S1 Provide students comprehension strategies such as Retelling and Reciprocal Teaching where students will work cooperatively in summarizing, questioning, clarifying and predicting. Identify context clues and verbal clues, provide opportunity for higher order thinking by using Questions-Answer-Relationship (QAR) strategies.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, implement classroom cooperative learning activities, and direct instruction that focuses on grade level specific targets using adequate instructional strategies and ESOL strategies by using all components of the McGraw-Hill Reading Wonders Series and Common Core Standards.

Resource Type

Evidence-Based Program

Resource

After School Tutoring

Funding Source

Title III

Amount Needed

$1,500

G3. The results of the 2012-2013 FCAT 2.0 Mathematics test indicate that 52 % of the students achieved Proficiency. Our goal for the 2013-2014 school year is to increase student proficiency by 14 percentage points to 66% student proficiency.

G3.B5 An area of deficiency for mathematics learning gains of the lowest 25% based on the administration of the 2013 FCAT 2.0 Mathematics Test was the Number: Base Ten and Fractions Reporting Category. Students in the lowest 25% need to develop an understanding of decimals, including the connection between fractions and decimals.. Actual data was 62% Target data for 2014 is 66%.

G3.B5.S1 Using Mathematical Practices of the Common Core State Standards, Students n the lowest 25% need frequent opportunities to develop and understand decimals, including the connection between fractions and decimals, and to generate equivalent fractions and simplify fractions.

Action Step 1

Teacher will utilize cooperative learning activities, classroom learning centers, Benchmark and Chapter assessments from Go Math! Series to providing direct instruction that focuses on grade level specific targets.

Resource Type

Personnel

Resource

After School Tutoring

Funding Source

Title I

Amount Needed

$4,500

G4. The results of the 2012-2013 FCAT 2.0 Science Test indicate that 31% of students achieved proficiency Level 3. Our goal for 2014 is to increase the percentage of students achieving proficiency Level 3 by at least 3 percentage points to 34%.

G4.B1 Performance data for Students' who scored a level 3 on the 2013 FCAT 2.0 Science Test indicates that there is a deficiency in Reporting Category 1 of Nature of Science. Students had difficulty formulating testable questions, evaluating investigations and experiments, organizing data, identifying a control group, interpreting data, analyzing information, distinguishing between observations and opinions, and defending conclusions. Actual data was 31% Target data for 2014 is 34%.

G4.B1.S1 Teachers will provide opportunities for students to actively participate in routine inquiry based, hands-on activities relative to the objectives of the topic. Implementation of all essential laboratory activities will be facilitated during classroom Lab sessions. Utilization of Gizmos Science and P-Sell activities will provide additional support to weekly District Pacing Guide objectives.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, Implement cooperative learning activities, and provide direct instruction that focuses on grade level specific targets.

Resource Type

Evidence-Based Materials

Resource

PLC-

Funding Source

ESAAC

Amount Needed

$1,200

G4.B2 Performance data for Students' who scored a level 4 and above on the 2013 FCAT 2.0 Science Test indicates that there is a deficiency in Reporting Category 1 of Nature of Science. Students had difficulty formulating testable questions, evaluating investigations and experiments, organizing data, identifying a control group, interpreting data, analyzing information, distinguishing between observations and opinions, and defending conclusions. Actual data was 26% Target data for 2014 is 27%.

G4.B2.S1 Teachers will provide opportunities for students to actively participate in routine inquiry based, hands-on activities relative to the objectives of the topic. Implementation of all essential laboratory activities will be facilitated during classroom Lab sessions. Utilization of Gizmos Science and P-Sell activities will provide additional support to weekly District Pacing Guide objectives.

Action Step 1

Teachers will follow the FCIM model, district pacing guides, and quarterly assessments schedules, Implement cooperative learning activities, and provide direct instruction that focuses on grade level specific targets.

Resource Type

Evidence-Based Materials

Resource

PLC

Funding Source

ESAAC

Amount Needed

$1,500

G5. During the 2012-2013 school year, student participation in 5 STEM activities was at 31%. Our goal for 2013-2014 is to provide 6 STEM activities or increase student participation by 4% to 35%.

G5.B1 Students have limited opportunities to participate in STEM related and project-based learning throughout the school year.

G5.B1.S1 Students will be offered a greater number and broader range of STEM activities to ensure their interest in participation.

Action Step 1

Teachers and Science liaisons plan and implement a variety of STEM related activities for students to further develop independent thinking abilities and conceptual knowledge of math and science.

Resource Type

Evidence-Based Materials

Resource

Professional Development

Funding Source

General Fund

Amount Needed

$500